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ABSTRACT

This booklet discusses functional communication competencies in children at the prekindergarten through sixth-grade levels. The first part of the booklet, which is devoted to an analysis of current theory, describes the "competent" child, communication acts, communication competence in general, communication practice, and instructional goals. The second section, which discusses teaching techniques and provides activities to encourage communication competence, includes exercises for prekindergarten and kindergarten and for fourth-grade through sixth-grade children. (KS)

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THEORY & RESEARCH INTO PRACTICE

Development of Functional Communication Competencies: Pre-K—Grade 6

Barbara Sundene Wood, Editor

CS 501 666

ERIC

The material in this publication was prepared as a final document of a Speech Communication Association project funded by the Axe-Houghton Foundation. The project, National Project on Speech Communication Competencies, *was directed by Professor Ron R. Allen, University of Wisconsin. This TRIP booklet represents the project's "intervention" phase for teachers, pre-K through grade six.*

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Development of Functional Communication Competencies: Pre-K—Grade 6

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Much of the theory in the first part of this booklet was abstracted from Chapter 8 of the book, Developing Communication Competence in Children, *which was a report of the Speech Communication Association's National Project on Speech Communication Competencies. The book was edited by Ron R. Allen and Kenneth L. Brown and published by National Textbook Company, 8259 Niles Center Road, Skokie, Illinois, 1976. Theory abstracted from this work is hereby printed with permission of the editors and National Textbook Company. Readers seeking further information on communication competencies are strongly urged to consult the National Textbook Company publication.*

Foreword

The Educational Resources Information Center (ERIC) is a national information system developed by the U.S. Office of Education and now sponsored by the National Institute of Education (NIE). It provides ready access to descriptions of exemplary programs, research and development efforts, and related information useful in developing more effective educational programs.

Through its network of specialized centers or clearinghouses, each of which is responsible for a particular educational area, ERIC acquires, evaluates, abstracts, and indexes current significant information and lists that information in its reference publications.

The ERIC system has already made available—through the ERIC Document Reproduction Service—much informative data, including all federally funded research reports since 1956. However, if the findings of specific educational research are to be intelligible to teachers and applicable to teaching, considerable bodies of data must be reevaluated, focused, translated, and molded into an essentially different context. Rather than resting at the point of making research reports readily accessible, NIE has directed the separate ERIC clearinghouses to commission from recognized authorities information analysis papers in specific areas.

In addition, as with all federal educational information efforts, ERIC has as one of its primary goals bridging the gap between educational theory and actual classroom practices. One method of achieving that goal is the development by the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) of a series of sharply focused booklets based on concrete educational needs. Each booklet provides teachers with the best educational theory and/or research on a limited topic. It also presents descriptions of classroom activities which are related to the described theory and assists the teacher in putting this theory into practice.

This idea is not unique. Several educational journals and many commercial textbooks provide teachers with similar aids. The ERIC/RCS booklets are unusual in their sharp focus on an

educational need and their blend of sound academic theory with tested classroom practices. And they have been developed because of the increasing requests from teachers to provide this kind of service.

Topics for these booklets are recommended by the ERIC/RCS National Advisory Committee. Suggestions for topics to be considered by the Committee should be directed to the Clearinghouse.

Bernard O'Donnell
Director, ERIC/RCS

Theory

A major task of children everywhere is to learn how to communicate appropriately. But what is a competent communicator, and how can teachers aid children in developing communicative competence?

A competent communicator, adult or child, weighs multiple factors of communication situations and processes this information to produce appropriate responses. Because the competent communicator weighs the factors of the situation, she or he can *bargain*: "Mommy, if you let me have one more cookie, I promise I'll eat all my vegetables for dinner." The competent communicator can *manipulate*: "You're the best dad in the whole world. . . . Can I stay up late and watch TV with you, Dad?" The competent communicator can *comfort*: "I'm sorry you don't feel good, Mom. Why don't you rest for a while on the couch? You've been working too hard. I'll be real quiet. OK?" The competent communicator certainly knows the rules of language structure, but more important, he or she knows how to use language as a tool in everyday situations (Wood, 1976).

The "Competent" Child

Critical to our concern of the development of communication competencies in children is the basic notion of *competence* itself. Our long-range goal is to define the characteristics of the competent communicator in a very careful manner. A starting point for our pre-K through grade six project was the highly regarded work of Burton White (1975) of Harvard, who set out to define the characteristics of the competent six-year-old child. White systematically studied 100 three- to six-year-old children as they coped socially and intellectually with people, situations, and objects in their everyday surroundings. The children were observed at home, at school, on the playgrounds, and in supermarkets, to name a few places; city and suburban children of varied ethnic backgrounds were examined. His

conclusions took the form of a series of "distinguishing behavioral talents" of the well-developed six-year-old child:

1. Gains and maintains the attention of adults in socially acceptable ways.
2. Uses adults as resources when a task is clearly too difficult.
3. Expresses both affection and hostility to adults.
4. Assumes control in peer-related activities or follows the lead of others.
5. Expresses both affection and hostility to peers.
6. Competes with peers—that is, exhibits interpersonal competition.
7. Praises oneself and/or shows pride in one's accomplishments.
8. Involves oneself in adult role-playing behaviors or otherwise expresses the desire to grow up.

These social behaviors of a competent child are all clearly based on *communication* skills: social competencies are executed through the channels of communication.

Since the instructional program in this booklet goes beyond the age of six years, we searched for information on the additional "talents" of children, age six to twelve (Allen and Brown, 1976). In addition to the "talents" listed for the younger child, the older child:

1. Gives evidence of opinion to support a claim.
2. Presents a variety of arguments to support a plan of action.
3. Takes into account another person's point-of-view in talking with that person, especially if asked to do so.
4. Presents and understands information in messages related to objects and processes not immediately visible.
5. Reads effectively the feedback of others to one's messages; supplies relevant feedback to others when they communicate.

Keep in mind these basic talents of elementary school-aged children as we approach our program of communication competence.

Next we searched for information on the language functions related to these important social "talents." Writings in the philosophy of language offer the pragmatic language tools—"speech acts" or "communication acts"—appropriate to the study of children's communication competencies.

Communication Acts

A number of theorists have described the "speech act" as the pivotal unit of language in day-to-day communication. Children learn speech acts as they learn to communicate. Searle (1969) was first to note that common, recurring routines, such as "making statements," "giving commands," "asking questions," "arguing," and

"insulting," are the basic units of human interaction. The speech act approach examines human purposes as they occur naturally when people talk to each other. The more encompassing term, "communication act," has been selected to show that our concern is with body language and voice, as well as spoken and written words (speech acts). Just as a person can refuse to run an errand for someone by saying, "I'm so busy now," that person can also refuse by shaking his head or by wrinkling her brow.

"Communication acts" have been chosen as the organizing principle for speech communication instruction on the strength of the belief that such acts are the overriding dimension of communication. People come to moments of communication with expectations. At a party, for example, they expect a certain amount of ritualizing (greeting, discussing weather, catching up on events) to take place at the beginning. Further, they know that "How are you?" is not asked to find out about a person's health but to initiate conversation. If effective communication is to occur, the participants must understand the expectations that surround the conversation. If they share expectations in a conversation, and if their communication acts fulfill those expectations, they communicate easily with one another. But if they do not share expectations, inappropriate communication acts can occur, and their conversation becomes mixed-up or disappointing to them.

Any taxonomy of communication acts is necessarily arbitrary. The categories selected identify five large families of communication functions which comprise the dominant uses of communication in contemporary life. These categories were drawn mainly from the work of Wells (1973), and they are *interactive* (speaker–listener) in nature. In a controlling function, for example, people can be both controllers and be controlled. If they are being controlled, they must have a repertoire of communication acts to confirm for the other that they recognize the other's intent and either *assent* to it or *refuse* it. As controllers, for example, they must be able to *question*, *command*, and *give suggestions* to others with an awareness of their needs and the needs of the other person. In any communication context people are both proactive and reactive: they both initiate and respond.

The five communication functions are as follows:

1. *Controlling*. These are communication acts in which the participants' dominant function is to control behavior: for example, commanding, offering, suggesting, permitting, threatening, warning, prohibiting, contracting, refusing, bargaining, rejecting, acknowledging, justifying, persuading, and arguing.

2. *Feeling*. These are communication acts which express and respond to feelings and attitudes such as, exclaiming, expressing a state or an attitude, taunting, commiserating, tale-telling, blaming, disagreeing, and rejecting.

3. *Informing*. These are communication acts in which the participants' function is to offer or seek information: for example, stating information, questioning, answering, justifying, naming, pointing out an object, demonstrating, explaining, and acknowledging.

4. *Ritualizing*. These are communication acts which serve primarily to maintain social relationships and to facilitate social interaction, such as greeting, taking leave, participating in verbal games (pat-a-cake), reciting, taking turns in conversations, participating in culturally appropriate speech modes (for example, teasing, praying, punning, playing the dozens), and demonstrating culturally appropriate amenities.

5. *Imagining*. These are communication acts which cast the participants in imaginary situations and include creative behaviors such as role playing, fantasizing, speculating, dramatizing, theorizing, and storytelling.

The practice section of this booklet outlines classroom activities for developing these five communication functions. At each level (pre-K–K; 1–3; and 4–6), two sample activities are given for developing each function. Teachers must develop many more such activities suited to their own teaching styles and the general principles outlined in this section.

While the five functions are presented as discrete, separate categories, this is probably over-simplifying things. In real life, an utterance or a conversation may serve a number of functions simultaneously. This fact is taken into account by listing under some activities *secondary* as well as *primary* communication act classifications.

Further, it is not to be imagined that children at any age are without one of the five functions. For example, no child is totally unable to control others. Neither is it to be imagined that any child (or adult) has totally mastered *all* there is to know about all five communication acts. Rather, both young children and mature adults perform these acts in all functional situations with varying degrees of effectiveness. The instructional task is to determine what communication acts children can use effectively and to allow children opportunities for practicing these acts, while they are learning others.

In other words, educators may help children increase what they know about communication, a process which is likely to improve communication effectiveness.

Communication Competence

Linguists use the term "linguistic competence" to refer to a person's *knowledge of language*. For example, you know that "He's a creep!" is a grammatical and meaningful sentence, but "Creep the boy!" is neither grammatical nor meaningful. The term "communication competence" takes a most important second step; it refers to a person's knowledge of how to use language appropriately in all kinds of communication situations. Here, judgments are made about the appropriateness of an utterance, such as "He's a creep!" in various communication situations; for example, such language is reserved for the ears of our faithful friends, not just for anyone happening to be standing near us. When people work to develop communication competence, they are concerned with "putting language to work" for them in the following ways: (1) enlarging their *repertoire* of communication acts; (2) *selecting* criteria for making choices from the repertoire; (3) *implementing* the communication acts chosen; and (4) *evaluating* the effectiveness of communication employed.

Repertoire of communication acts. To be effective communicators children must be flexible actors. They must be able to perform a range of communication acts required by the conversation, the people, the setting, and the task-at-hand. The appendix of this booklet gives examples of the major communication acts under each of the five communication functions (Wells, 1973). The repertoire, then, concerns all possible ways to control, feel, inform, imagine and ritualize. Our *repertoire* goal is to expand the repertoire of communication acts which children can employ in communication situations.

Selection criteria. Communication effectiveness is based on the *appropriateness* of what is stated. The competent communicator carefully weighs the *factors of the communication situation*: (1) participants—the people involved in communication; (2) setting—the time and place of the communication event; (3) topic—the subject matter of communication; and (4) task—the goal or purpose of communication. Children select from their repertoire of communication acts those which they perceive to be the most appropriate, given the factors of the communication situation. Our selection goal is to provide an opportunity for children to identify and sharpen the criteria they use in choosing communication acts.

Implementing choices. Once people have selected ways to communicate in a particular situation, they must possess skills to carry their choices into action. If they have decided that a carefully phrased refusal, supported with a good reason, is appropriate for their friend who wants help, they must be prepared to execute that communication plan. Through implementation, children actually try their own plan of communicating, and they also examine the ways other children communicate. Our implementation goal is to offer children a variety of situations helpful in giving them practice in implementing their choice or choices of communication acts in situations.

Evaluating communication. Children, just like adults, must evaluate their communication in terms of its appropriateness to the communication context and its satisfaction to themselves and others (interpersonal effectiveness). As people grow in competence, they make more informed judgments about their message-effectiveness. These judgments use feedback from others, as well as information from personal experiences. The evaluation process is important if children are to build a repertoire of effective communication acts. By evaluating each encounter in terms of appropriateness and satisfaction, they gain valuable information (criteria) for future conversations with others. The evaluation goal, then is to provide opportunities for children to sharpen their critical awareness of self and others in moments of communicative interaction ("Did my plan work?" "What would probably happen?" "How did the other person probably feel?").

While communication competence has four principal features—repertoire, selection, implementation, and evaluation—this does not mean that it has four steps in an ordered sequence. All aspects of competence are operative in every moment of communication. Rather, each of these four aspects provides a different focus for viewing the development of children's communicative competence—that is, each focuses attention, pedagogically, on different kinds of instructional intervention.

Communication Practice

The remainder of this booklet focuses on exercises for the classroom. Activities are presented for each grade level, organized under the headings of the five communication functions. Within each of the exercises, teachers can focus on any or all of the aspects of competence. The "questions follow-up" section contains questions and ideas for the teacher on how to examine, with the children, their communicative competence. As you will note, each idea for this section is coded with one or more of the aspects of competence:

repertoire (R), selection (S), implementation (I), and evaluation (E).

The exercises suggest ways for motivating children to think about their communication. As children's competencies expand, their ability to interact moves *outward*, from a functional competency in the family unit to a broader competency which ultimately relates to the entire community. Whether children are first graders or seniors in high school, they perform all five communication functions. The difference in age is not in the presence or absence of these functional abilities, but in the levels of sophistication with which they employ communication acts. In terms of the four levels of competence, more experienced children (1) give more examples and give more ways of handling the communication activity (repertoire); (2) use a greater number of criteria and more appropriate criteria in selecting communication acts (selecting); (3) employ communication acts effectively in more varied contexts (implementing); and (4) make sounder judgments about the effectiveness of their communication acts and those of others (evaluation).

While the exercises represent the heart of this booklet, it is important for teachers to remember that communication instruction is often most successful when they let the focus of instruction change from prescription to description. For instance, in studying greeting behaviors, teachers could facilitate discussion of the various greetings children tried, rather than teaching the "proper way to greet." Teachers can not prescribe for children the best ways to get a bicycle back, but they can let the children decide for themselves, after trying some ways, and listening and watching others try. The "questions/follow-up" present the hub of our instructional model. Children will learn well by being able to analyze their own communication behavior. They will learn far more than if they are told how teachers do it or how it should be done. After all, the rules of communication effectiveness will vary from person to person and from situation to situation. The teacher observes and helps children to be observant of each other. The teacher is not a primary information source, but a commentator and a discussion expert.

Ideas for additional activities should come directly from the lives of the children we are teaching. If a number of children in the class are facing a particular problem they consider critical, then the teacher should be able to design a communication activity to help advance the children's communicative competence in that particular area.

Instructional Goals

A total, articulated program of communication instruction. Children function as message strategists long before they enter school.

The five communication functions enable us to meet children early in their curriculum and to provide an opportunity for the gradual unfolding of complex communication skills into the high school years. The first-grade child who practices ritualizing by making believe he or she is calling grandma to wish her a happy birthday may, in senior high school, be exposed to the conventions of student government. The third grader who role plays a police officer telling a girl not to ride her bicycle on the sidewalk may, after nine years of practice in imagining, write and produce a play as a senior year, independent study project.

A framework which teachers may use in designing appropriate instructional experiences. While further research and curriculum development are underway, the theory and exercises provided in this booklet should enable individual teachers to develop appropriate learning activities. The components of this framework are (1) the social competencies of young children, (2) the five communication functions, as well as the four aspects of communication competence, and (3) Weil's taxonomy of "speech acts," which we call *communication acts*. This framework helps teachers to visualize a wide range of activities they can employ to develop the communication competencies of children in their elementary school years.

An experiential, participatory instructional environment. The perspective taken in this booklet suggests that children should be exposed to a variety of communication opportunities—opportunities for interacting with a wide range of participants on topics of interest to them, using various kinds of communication acts (*repertoire*).

In addition, children should be given the opportunity to talk *about* their talk. They should be encouraged to identify, analyze, and modify criteria for *selecting* communication acts. They should have the opportunity to discuss their verbal and non-verbal choices in *implementing* strategies. They should be given the opportunity to participate in *evaluating* their own communication behaviors and the communication behaviors of others.

A participatory classroom environment is visualized in which children are given the opportunity to experiment with communication acts which are important to them. Teachers, operating out of this perspective, must be sensitive to the communication needs of their students and must be capable of structuring learning environments which promote rather than constrain student involvement.

Practice

Pre-K through K*

My Greatest Trick

Primary function: Controlling

Objective: Showing pride in the accomplishment of a trick well done to another person; competing with peers to urge that a trick was very "tricky."

Procedures: One by one, ask the children to share their tricks orally with the group, and give *reasons* for why their tricks were so "tricky." Following each presentation, record on a large chart the children's names and a symbol to match their trick. The children help to suggest the appropriate symbols, such as, "I hid my ball under my tee shirts so my sister never finds it." ( ), "I give my friend a stick of gum so he cleans up my room for me." ( )

Questions/follow-up:

1. What *reasons* did we hear for why tricks were so good? (R)
2. Would you play any of these tricks on me? Why? (S)
3. What would you say if the person found out you did the trick and then got mad at you? (I)
4. How is a trick different from a surprise? (E)
5. How can you tell if a trick is working? (E)

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*These activities were authored by Barbara Sundane Wood and Shelley Norman Chiolak, both at the University of Illinois, Chicago Circle.

Repertoire (R), Selection (S), Implementation (I), Evaluation (E)

Me Too!

Primary function: Controlling

Secondary function: Feeling

Objective: Gaining the attention of peers and adults in socially acceptable ways; being included in group activities.

Materials: A deck of picture cards depicting children and adults involved in a recognized activity. A caption, read by the teacher, describes what is happening in the picture and concludes with a suggestion to the child to become involved with the group. Table and chairs, ball, big wheel trike or any small vehicle, and a stuffed animal.

Sample situations (gaining attention inclusion with peers): (1) These children are playing ball. You want to play too, but nobody notices you. Everyone is very busy in their activity. You want them to notice you; you want to play ball, too. (2) Your friends are having a relay race with a big wheel, and they are really having fun. You want to do it too, but they keep on playing without you. What would you say or do to get them to see you, so that you can play in the relay race also?

Sample situations (gaining attention inclusion with adults): (1) Your parents and friend's parents are playing cards and having a great time. They are eating pretzels and popcorn, and you would like some also. How would you get them to give you some food? Remember, they are very busy. (2) You are at the zoo but have lost your class. You see a zookeeper telling a group of children about what elephants eat. You want to ask her how to find your class but she is very busy talking. What would you say or do to get her attention, to ask her where they are?

Procedures: Divide the class into groups of five children. Read one example from the series of picture cards. (Peer situations should be considered separately from adult situations.) Ask children to volunteer for the various roles prescribed in the picture card narration. The children role play the situations, and when each group is done, they discuss what happened.

Questions follow-up:

1. How many different ways did you try to be included? (R)
2. How many ways can you think of to keep someone else out when you are playing (peers), or when you are busy (adults)? (R)
3. Would you say something different, to be included, if the group was younger sisters or brothers and not classmates; an aunt or uncle and not parents? (S)

5. Let's say that you wanted to tell me, your teacher, that you were very mad at me because I asked you to stay in from recess. How would you tell me? (I)

Pantomime

Primary function: Feeling

Objective: Pantomiming adult nonverbal expression of emotion, and interpreting pantomimes of classmates, to better understand emotional communication in everyday situations.

Materials: Index cards containing emotional situations.

Sample Situations: (1) Show us how your mom would look if the car broke down (remember, no talking). (2) Show us how your dad would feel if you broke a window in the front of your house. (3) How would your dad look if you brought home a really good picture from school? (4) How would your mom look if somebody gave her a present?

Procedures: Choose three children at a time to come to the front of the class. Describe a situation to the performers and to the entire class. Repeat until all children have had a chance to pantomime in front of the group.

Discussion Questions (immediately after each performance):

1. What parts of your body showed how your mom or dad felt when (situation)? (R)
2. Can you tell how your mom and dad are feeling just by looking at their faces? (E)
3. Would your mom or dad do something different in front of their parents? (S)
4. Show us how she or he would look. (I)

Something From The Kitchen

Primary function: Informing

Secondary function: Imagining

Objective: Describing and giving demonstrative information to others.

Materials: If materials are brought from home, none; otherwise a number of kitchen utensils, such as a can opener, eggbeater, cheese grater, flour sifter, and spatula.

Procedures: On the previous day, the students take a note home asking for the loan of one of the kitchen items listed above. This is thought to increase student involvement in the task, but it is

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Repertoire (R), Selection (S), Implementation (I), Evaluation (E)

optional. You may bring in some of the items as the teacher. Children take turns showing their utensils and explaining how they are used. In first grade, it may work best in small groups. In third grade, students will probably be able to speak clearly to the entire class.

Questions follow-up:

1. How many things can you do with kitchen utensils? (R)
2. If you wanted to bake a cake, which utensils would you use? How would you use them? (S)
3. If you couldn't hold a utensil, would it be harder to talk about the item? (E) If you wanted to talk about a pan, and didn't have one here to hold, would it be harder to describe? (E)
4. Tonight, tell your mom or dad about the utensil you described. See if you left anything out of your description. Tell them you now know how to use that utensil, in case they could use your help in the kitchen in the future. (I)

Animal Questions

Primary function: Informing

Objective: Seeking information within the school context; using adults as resources when a task is clearly too difficult; framing good questions.

Materials: A group of animal pictures, cut-outs, or other representations. Have enough pictures so that every group gets one plus a few extras. They needn't be all different animals. Resource people should also be available such as a librarian, zookeeper, or parent.

Procedures: Divide the class into groups of five children, and allow each group to select one animal picture from the pile. The students in the group try to think of *one* question to ask about the animal (or ask it as if it could talk). Older children can record their questions on paper. The members in the group talk with a resource person about how to find answers to their questions. The adult's function is to suggest ways to get answers, not to give them. Have the children take 30 minutes or so to find answers to their questions. After their search is over, children reassemble in their groups to decide which person will report on each question. Group members present the following information for the entire class: my question, my way to answer it, and my answer.

Questions follow-up:

1. How many different questions did all of us ask? (R)
2. Who can tell me a question that starts with a word such as how, why, or where? (R)
3. What questions got asked about the most animals? (S)
4. What questions were easy to answer? (E)

5. Which questions were tough to answer? (E)
6. Was there any question that didn't get answered? (E)
7. Why do you think it didn't get answered? (E)
8. Next time you go to a library, ask the librarian to help you find a book about your animal. (I)

What Would You Say If . . .

Primary function: Ritualizing

Objective: Verbalizing social routines common in interpersonal communication.

Materials: Dress up materials such as hats, ties, and badges; a series of index cards with ideas to role play.

Sample Questions: (1) What would you say to the principal if you were sitting at the lunch table with her? (2) What would you say to your father if you were shopping together and you saw a toy you wanted? (3) What would you say to the mother of your best friend if you knocked on the door and she answered it? (4) What would you say if your friend's dog came up to you? (5) What would you say to your best friend if you were tired of playing and wanted to go home? (6) What would you say to your little brother or sister if he or she fell down and scraped his or her knee? (7) What would you say if you just met Alice in Wonderland?

Procedures: Divide your class into dyads. Describe common social situations, one at a time, indicating the roles that need playing. Ask one member of each dyad to tell the other what he or she would do in this situation. Select three or so dyads to report; the child who *listened* reports what the other child *said*.

Questions/follow-up:

1. Name some of the ways others said something that you "never would have thought of"—real good things to say. (R)
2. Name one thing that you probably would *not* think to say to the principal—not something really bad, just something you wouldn't say to the principal. (S) Why wouldn't you say it? (E) (Use similar phrasing for each situation.)
3. Of all the ideas we heard, which one would you feel best saying? Say it and tell why. (I,E)
4. What do you think the principal would say back? What would his or her face tell you if you said what you did this time? (E)
5. Next time one of these things happens, see if you can try to say or do something new and different. What would you say to me, for example, if I sat down next to you at lunch tomorrow? (I)

Repertoire (R), Selection (S), Implementation (I), Evaluation (E)

Go Team

Primary function: Ritualizing

Objective: Communicating school spirit through creating and practicing public verbal routines.

Materials: Scissors and construction paper so the children can cut out their own school letter; pins.

Procedures: The teacher, or a visiting older child, demonstrates a school cheer to the class. If the school does not have a cheer, the teacher can use the following:

Fight, fight with all your might
Get right in and you can win
Yeah, (school name) !

Children learn to recite and yell the cheer in unison. Divide the class into groups of five children. Have each group make up a cheer with body and hand motions. (Facilitation would probably be helpful here.) Each group then performs its cheer for the rest of the class.

Questions follow-up:

1. What different words were used in your cheers that showed school spirit? (R)
2. What did you do with your hands, bodies, and faces to show school spirit? (R)
3. How did you feel when everybody in your group yelled your cheer real loud? (E)
4. How did your group decide what to say and do? (S)
5. If we had to present one cheer to the whole school, to be the school cheer, which one would we choose? (E)
6. Help the children rehearse the cheer and present it to the entire school, and/or groups of parents on appropriate occasions. (A)

Big Mac

Primary function: Imagining

Secondary function: Ritualizing

Objective: Verbal and nonverbal performance of adult ritual roles in a fast-food restaurant.

Materials: A long table to use as a counter; such items as hats, badges and cups (if local outlets will supply them). Art supplies for decorating with golden arches and other signs. Small tables for the "customers."

Procedures: Ask for twelve volunteers for the following roles: Big Mac (the owner), three order takers, two hamburger cooks, two fish-fry cooks, one french-fry maker, one milk-shake maker, one pop

pourer, and one security guard to "keep order." Have the remaining children organize themselves into families. Only one person from each family will be able to place the order, so the family will have to hold a conference to see what everyone wants. Ask the children to give their orders and take the food to the table. Big Mac must tell the customers that they have only three minutes to eat; then the security guard will ask them to leave.

Questions follow-up:

1. What different things did the order takers say to you? What did the McDonald's employees say to each other? (R)
2. Who ordered for your family? How did you decide that that person would do the ordering? (S)
3. The next time you go to McDonald's with somebody, ask if you can be the one that gives the order. (I)
4. What special things do McDonald's people do or say that you like and why? (E)
5. Did people say things you wouldn't really hear at McDonald's? What things were they? (E)

Picture and Story

Primary function: Imagining

Objective: Creating a picture and story about something special the children have wanted to do.

Materials: Crayons, paper, perhaps scissors, glue, and other art supplies as desired.

Procedures: Instruct the students to draw a picture of something special they have thought about doing or have wanted to do. When students have completed the art work, divide the class into groups of four or five children. Ask the students to tell a story about how it might be if the event in the picture really happened. Reassemble for class discussion.

Questions follow-up:

1. When you were telling your story, what ways did the children in your group use to tell you that the story was special? (R)
2. If you were telling this story to your mom or dad, would you say anything different? (S)
3. Do you think your special story might happen? What is the most special thing that really would happen to you? (E)
4. Have the children take their pictures home and tell their stories to someone in their family. Ask the children later if they told their story to anyone and what the reactions were? (I)

Repertoire (R), Selection (S), Implementation (I), Evaluation (E)

Grades Four through Six*

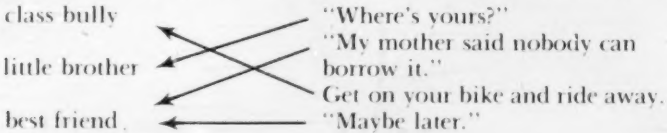
My Bike

Primary function: Controlling

Objective: Adapting alternative ways of refusing particular participants and exploring the consequences.

Materials: Chalkboard; pencil and paper for each student.

Procedures: Give the students a situation and ask how they would refuse someone's request. For example, they could describe ways they would refuse someone's request to use their bicycle. Compose a large class list of various ways of refusing. After students list all of the possibilities, provide them with a list of individuals and ask them to choose and write on a piece of paper a refusal strategy which they think will work best with each person on the list. For example:



Questions/follow-up:

1. How many different ways to refuse were mentioned on the class list? (R)
2. Of these, which ones were used for the class bully? The little brother? Best friend? (R,S) Were there more ways to refuse one person than another? (S,I) Why would that be? (E)
3. What do you think the other person would say back? (I,E) Why would he or she say that? (I,E)

Flea Market

Primary function: Controlling

Objective: Convincing fellow students to exchange objects; assuming control in a peer-related activity.

Materials: At least seven concept cards for each group of four children. Cards might be labeled as follows: "things made of plastic," "things that repair," "things to eat," "items found in the kitchen," "things for the desk," and so on.

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*These activities were authored by Kenneth Brown and Pamela Rowland-Morin, both at the University of Massachusetts.

Repertoire (R), Selection (S), Implementation (I), Evaluation (E)

Procedures: The students bring to school a bag of junk containing ten or twelve items. The class is divided into groups of four children. The students spread their items in front of the others; then they select a concept card from a pile, being careful not to reveal what their cards say. The barter session begins with the members of the group attempting to persuade others to trade until their pile represents the concept they had picked. As the exchange process proceeds, children are urged to observe the barter techniques carefully—which ones are possible, which ones work well, and which ones don't seem to be effective. The exchanging procedure should be systematic. The members take turns by exchanging one piece of junk with another member of the group. The bartering continues until someone achieves the goal of the game. In the bargaining procedure, certain constraints may be imposed. You may decide that a four-minute time limit is necessary for individual bargaining rounds.

Questions follow-up:

1. What ways did you use to get the items you wanted? (R)
2. Which ways were most frequently used? (S)
3. Which ways worked best? (E)
4. If you could play again, what would you do differently? (I)

Excuse Me

Primary function: Feeling

Objective: Expressing an emotional meaning to others; judging the sincerity of emotional messages.

Materials: A list of sentences expressing different feelings.

Procedures: Prepare a list of sentences similar to the following (1) "I'm having a good time." (2) "I really do like Mrs. Brown." (3) "I don't mind if you share my lunch." (4) "I'm not too upset." Have students practice saying these sentences in ways which will indicate that the speaker does not mean what he or she is saying, and then in sentences indicating that he or she does mean it. Ask the students to say at least one of the sentences before the class, and let the class decide whether or not the students mean it.

Questions follow-up:

1. What is carrying the meaning? How are vocal cues varied to indicate that you do or do not really mean what the words say? (R)
2. How many different meanings can you give to each of the sentences? (R) Try it with a classmate. (S,I) Could your friend identify what you were trying to put across? (E)

The Models

Primary function: Feeling

Objective: Associating feelings and emotions with stereotypes in advertisements.

Materials: A variety of magazines that carry advertisements.

Procedures: Have students cut out popular magazine advertisements that have models in them. Divide the class into small groups of six to eight children. In a discussion let each group categorize the advertisements. For instance, one category might be hair products; another, body lotions; another, perfumes; and another, sophisticated clothing or make-up. Have each group attempt to discover similar feelings and images being expressed in these categories and then report its findings to the class. Compare these findings and attempt to define the stereotypes involved.

Questions follow-up:

1. What common feelings are expressed for all or most of the categories? (R) What other feelings are expressed? (R)
2. What kind of a person does the advertiser think their ad will appeal to? (S) Do you agree with them, or would you select some other approach? (S)
3. How could you change the feelings expressed by the advertiser? (I) If your group comes up with a good approach, demonstrate it to the class. (I)
4. Do you like it when the advertiser tries to appeal to you in this way to buy their product? (E)

School Reporters

Primary function: Informing

Objectives: Investigating, gathering and recording data on a school-related topic, and reporting findings to others in the class.

Procedures: Assign several students in the class to be reporters. Let the class decide what the week's assignment will be. For example, the new student in the school, the third grade's new pet, or the fourth grade's field trip, could be reporting assignments. Have the class generate a list of questions they want answered. Each reporter is then asked to find out information on his or her own subject and report this information back to the class in a two-minute presentation. Upon completion of the report, the class is encouraged to ask questions of the reporter.

Repertoire (R), Selection (S), Implementation (I), Evaluation (E)

Questions follow-up:

1. Where did the reporters get information? (R) Did they get enough new information? (E) Where could they get more? (R) Did they choose the right person as a source? (E)
2. Were the questions the reporters asked effective, or would other questions have worked better? (S)
3. Make up some additional questions that could be asked, and try again. (I) Report your results to the class.
4. What are some of the difficulties in gathering information and in deciding which information should be reported? (E)

Directions

Primary function: Informing

Objectives: Giving and following verbal directions accurately.

Materials: Adhesive tape and a tape recorder.

Procedures: The students are assigned a serial number of no more than four digits. These digits are then printed on a piece of adhesive tape. The students hide their tape somewhere in the school building and then tape record their name and the directions for finding the tape. Other students in the class take turns listening to individual tapes and trying to follow the directions. When they find the number, they record the person's name and number, without revealing the location. At the end of the period of time, the answers are compared. The student who gave the clearest directions should find out how that many students found his or her tape. In a class discussion, students should discuss why certain tapes were better than others. What type of information was more valuable, what types were not? After the discussion, the teacher should allow the class to repeat the exercise and see if there is any improvement.

Questions follow-up:

1. From the tape-recorded messages, make lists of words and phrases which proved to be the most precise and those which proved to be confusing. (R) What kinds of information were valuable? Not valuable? (E)
2. Allow the students time to hid their tape again, and choose another strategy for giving directions. (S) Tape record the new directions, and repeat the exercise. (I)
3. Was there improvement over the first time? (E)

Repertoire (R), Selection (S), Implementation (I), Evaluation (E)

At Dinner

Primary function: Ritualizing

Objective: Recording, analyzing, and discussing family rituals during dinner.

Materials: Poster board and marker.

Procedures: In a class discussion, construct a chart that everyone can use in recording their family interactions while having dinner. They may wish to note who does the most talking, who listens, how much each person talks, who interrupts, which people let themselves be interrupted, how people hold their forks while eating and while talking, and where people sit. Are there topics that are always talked about? Family jokes? Special words and phrases? After everyone has recorded these items for a family dinner, they may take their charts to class to use as reference in constructing a master chart. This record can include the name of the person's role rather than an individual's name such as father, sister, or baby. After the chart is completed, the class can discuss differences and similarities, and attempt to draw conclusions. For instance, they may find that in seventeen families, the children do most of the talking and interrupting, while in three families, the parents may do most of the talking.

Questions follow-up:

1. How many family rituals were identified? (R)
2. How many ways of expressing each ritual were observed? (R)
3. Consider in private your personal role in one ritual you observed which you *did* like, and one which you did *not* like. Attempt at another family dinner to change the ritual you did not like and to bring about again the ritual you did like. (E,S,I)
4. Discuss what type of dinner ritual you would like to have when you have your own family. (E)

Rituals: Ours' and Others'

Primary function: Ritualizing

Objective: Presenting cultural rituals to others; and comparing rituals of another culture to ours.

Materials: Selected films from *Man: A Course of Study*.

Procedures: After viewing films on the Metsilik Eskimos from the series *Man: A Course of Study* (see references), discuss the different types of ritualistic behaviors. For instance, the roles of the women and men, the relationship of the family, cooking methods, dressing behaviors, survival, the treatment of animals, eating behaviors, and greeting behaviors. Compare these with rituals of our own culture.

Questions/follow-up:

1. How many different rituals did you identify? (R)
2. How many of these would work in our community? (S) What ones would *not* work? (E) Why wouldn't they work? (R)

Restaurant

Primary function: Imagining

Secondary function: Ritualizing

Objective: Role playing the "typical" behaviors of children and adults in a restaurant scene; analyzing verbally the portrayal of those roles.

Materials: Table, chairs, table setting, menus, tray, notepad, and a slip of paper describing the role-playing situation.

Procedures: Six students assume the following roles: Mom, Dad, Susie the Dreamer, Crabby Jimmy, the busy Waitress, and the Hostess. A table is set up with four chairs and a variety of objects. Ideally, menus are obtained from a local restaurant, and some flatware and dishes are used. The teacher may vary the situation by changing the character names or selecting another familiar restaurant. The six role players are given directions that indicate their roles in the situation. The rest of the class members act as observers. The directions may be the following: You are a family having breakfast at Howard Johnson's Restaurant. Dad will pay for the meal but he only has eight dollars with him. The hostess will seat you and the busy waitress is assigned to your table. The players then have the freedom of interpreting their parts, such as age and personality. The job of the class observers is to decide if the role-players' behavior is appropriate for the personality chosen and if it is appropriate for the situation.

Questions/follow-up:

1. How did the role players tell us by tone of voice or by body language what their roles were? (R) What did the role players say to tell us what their roles were? (R)
2. What else might have been done or said by each character? (S)
3. Try it again, with different people in the same roles. (I)
4. Are the roles more fully developed in the second try? (E) Did we learn anything more about each person? (E) How did we learn? (E,S,R)

Repertoire (R), Selection (S), Implementation (I), Evaluation (E)

Future People

Primary function: Imagining

Objectives: Performing social behaviors, verbally and nonverbally, but for a different "future being."

Materials: Duplicated description of a future person.

Procedures: Students are given a description of what a fifth or sixth grader might look like after evolution has had the chance to make many changes. For example, the person might have only one finger, no legs, no teeth, or a special dark membrane covering most of the eyeball. The class is divided into groups of four children. Each group is then given a topic to discuss relating to the effect these body changes would have on our socialization behaviors, such as greeting one another; saying "good-bye"; using facial expressions of liking or not liking; or using special gestures such as a wave or thumbing a ride. Each group then explains and demontrates to the class how a future person might carry out the assigned behavior.

Questions follow-up:

1. How many ways might each behavior be carried out today? (R) How might a future person adapt these ways? (R,S)
2. Was the way you demonstrated the best way you can think of to carry out the assigned behavior? (E) What ways did you think of and then reject? Why did you reject them? (S,E)

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Appendix

Communication Acts: Examples of the Five Communication Functions
(Based on the "speech acts" of Wells, 1973, pp. 32–44.)

Control Function

1. *wanting*: "I want some more milk."
2. *offer*: "I'll help you fix it."
3. *command*: "Get my bike now!"
4. *suggestion*: "Let's read books."
5. *formulation*: "You're 'sposed to pick up your toys before you go."
6. *permit*: "You can play with my boat."
7. *intend*: "I'm going to the store."
8. *query want*: "You wanna play cards?"
9. *query permission*: "May I use your scissors?"
10. *query intention*: "Are you playing or not?"
11. *promise*: "I'll always defend you."
12. *threat*: "I'm gonna tell your mom."
13. *warning*: "You're gonna fall."
14. *prohibition*: "Don't touch my doll."
15. *condition*: "If you help me (I'll play ball too)."
16. *contractual*: "I'll give you some candy if you let me have that car."
17. *command—verbalization:* "Tell her about it," *or* "Stop talking right now."
18. *assent*: "Sure, OK."
19. *refuse*: "No, I won't."
20. *reject*: "I don't want to go."
21. *evasion*: "We'll see." *or* "I don't know."
22. *query justification*: "Why did you do it?"
23. *justification*: "Because my mom told me to." *or* "It's naughty to do." *or* "Children aren't allowed to do that."

Feeling Function

1. *exclamation*: "Wow!" *or* "Nuts!"
2. *expression of state attitude*: "I feel just terrible tod... " *or* "I really don't like that program."
3. *query state attitude:* "How do you feel now?" *or* "What do you think about 'Popeye'?"
4. *taunt*: "You're a real baby."
5. *challenge*: "I bet I can stay up later than you."
6. *approval*: "You had a nice idea."
7. *disapproval*: "You did a silly thing."
8. *cajole*: "You know how—come on."
9. *congratulate*: "Good for you!"

10. *commiseration*: "I'm sorry you were hurt."
11. *endearment*: "I'm your best friend."
12. *tale-telling*: "And then he hit me with the truck and . . ."
13. *blaming*: "John broke the glass, not me."
14. *query blame*: "Who wrote on the wall?"
15. *command to apologize*: "Say you're sorry."
16. *apology*: "I'm sorry I broke your picture."
17. *agree*: "I hate him too."
18. *disagree*: "I think you're wrong—he's nice."
19. *reject*: (same as control)
20. *evasion*: (same as control)
21. *condition*: "I'd like her if she was nice to me."
22. *query justification*: (same as control)
23. *justification*: (same as control)

Informing Function

1. *ostension*: "That's [pointing] the car I like."
2. *statement*: "I never hit other people."
3. *question—positive negative*: "Is that your car?"
4. *content question*: "Who runs fastest in your neighborhood?"
5. *why question*: "Why does he always win?"
6. *query name*: "What's that thing called?"
7. *response*: "Bill runs the fastest."
8. *affirm*: "You're right."
9. *deny*: "No, you're mistaken."
10. *reject*: "No, it's not terrible."
11. *evasion*: (same as control)
12. *condition*: (same as control)
13. *justification*: (same as control, but wider in scope—includes all supporting material)

Ritualizing Function

1. *greetings*: "Hi, how ya doin'?"
2. *farewells*: "See you tomorrow."
3. *turn-taking*: "And what do you think?" *or* all nonverbal cues signalling the back and forth flow in conversation.
4. *call*: "Nancy . . ."
5. *availability response*: "Yeah? You called me?"
6. *request to repeat*: "Say that again."
7. *repeat*: "I said, 'Give it to me.'" (other rituals include: *introducing* someone, *welcoming* a person, *acknowledging* another's new status, and so on.)

Imagining Function

1. *commentary*: "And then the old man put his can down . . ."
2. *expressive*: "Wow, you sure are a pretty doll!"
3. *heuristic*: "When the sun goes out, then it gets dark and then the moon appears."

Other imaginary sequences, as in role playing, follow the communication acts for all other functions.

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